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AUTHOR Merryfield, Merry, Ed.; Remy, Richard C., Ed.
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ABSTRACT

This book is designed to help social studies educators better understand international conflict management as they learn about instructional methods and begin to teach. The book brings together current scholarship on major topics in the management of international conflict and methods for teaching that are especially important in globally-oriented social studies education. International topics and instructional methods have been selected that are critical for preparing secondary social studies teachers for globally-oriented curriculum innovations in an era of school reform and restructuring. Divided into two parts, part 1, "Linking Content, Methods, and Educational Goals," explains the relationships between substantive content about international conflict management and exemplary teaching practice in secondary social studies classrooms. Chapters in part 1 include: (1) "Choosing Content and Methods for Teaching about International Conflict and Peace" (Merry M. Merryfield; Richard C. Remy); and (2) "A Case Study of Unit Planning in the Context of School Reform" (Steve Shapiro; Merry M. Merryfield). Part 2, "Essays in International Conflict Management and Peace," eminent scholars provide substantive essays on major themes in international conflict management. Chapters in part 2 include: (3) "Building Peace: A Global Learning Process" (Chadwick F. Alger); (4) "The Use and Control of Military Power" (Peter D. Feaver); (5) "Diplomacy, Negotiation, and Peaceful Settlement" (David P. Barash); (6) "Economic Cooperation" (Karen Mingst); (7) "Human Rights in International Perspectives" (David P. Forsythe); (8) "Self-Determination" (Dov Ronen); and (9) "Resolving Conflict over the Global Environment" (Marvin S. Soroos). An appendix on resources for teachers (Yasemin Alptekin-Oguzertem) provides additional insights into organizations, instructional materials, computer networks, and other scholarly works. (EH)